

2019-2020

EPP Bachelor Performance Report

Meredith College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Building on its strengths, Meredith College “educates and inspires students to live with integrity and provide leadership for the needs, opportunities and challenges of society.” Chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...,” Meredith College continues to be one of the largest independent private women’s colleges in the U.S. The campus has grown from a single building in downtown Raleigh, N.C. to a 225-acre campus in west Raleigh, with easy access to downtown, the seven other IHEs in the areas, public schools, research organizations, and businesses. The mission of the College is to educate and inspire students to live with integrity

and provide leadership for the needs, opportunities, and challenges of society. The Meredith College community is dedicated to the specific core values of integrity, intellectual freedom, academic excellence, responsible global citizenship, personal development, religious diversity, and relevance, as it meets “society’s needs by educating students in programs that prepare them for the future.” Accepting this challenge, over 95% of the students at Meredith College participate in community internships, undergraduate research, or other kinds of experiential learning experiences, and over 30% study abroad as compared with the national average of 9%. To assist its students in identifying their strengths, Meredith College uses a research-based assessment tool, StrongPoints®, which uses personal coaching and advising to assist students in identifying their strengths. Throughout their four years at Meredith, students examine and re-examine those strengths to help shape their academic goals, experiential involvement, financial planning, and career choice. This enriches their Meredith College experience and prepares students for a more successful and fulfilled life. The long term goal is to develop a “strong” Meredith College graduate engaged and prepared to make a difference in their communities and the world.

Meredith College, which is in close proximity to the Research Triangle Park, serves over 2000 students from 33 states and 38 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. Through a rolling three-year strategic plan, Meredith College has identified six pillars on which to build: educational excellence, financial strength, optimal enrollment, IT/infrastructure, enhanced visibility, and an enriched quality of life for faculty, staff, and students. These pillars fit with the College’s commitment to: improving the community through partnerships; creating and supporting a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community; and developing in its students “the intellectual and critical thinking skills to succeed.” With over 86% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world and appreciate the College’s commitment to their quality of life, health, and well-being.

The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Jennifer Olson serves as the head of the Department of Education with Dr. Marie Chamblee, the Dean of the School of Education, Health, and Human Sciences.

Special Characteristics

Teacher preparation at Meredith College embraces the College's mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, who assist students in making informed decisions about their majors and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or pursue licensure in one area. Qualified seniors who are interested in pursuing a teaching license in special education or ESL can take up to two specified graduate courses in the Master of Arts in Teaching during their senior year. Meredith College was one of five private college campuses in North Carolina selected to participate in the original North Carolina Teaching Fellows Program. Though the state discontinued the North Carolina Teaching Fellows program, Meredith College has continued to admit young women into the Meredith College Teaching Fellows program every fall. In 2018, North Carolina reinstituted a new, reconfigured North Carolina Teaching Fellows program for the 2018-2019 school year. Meredith College was one of five colleges and universities chosen for this new program. The College will continue to support its Meredith College Teaching Fellows along with the North Carolina Teaching Fellows. All Teaching Fellows at Meredith College will complete honors course work, including an

honors thesis; can elect to study abroad in the country of their choice; participate in Focus on Excellence, which includes support of North Carolina's symphony, ballet, theatre, and museums; and participation in study trips to different cities outside of the triangle and North Carolina. Students in education participate in volunteer services, especially service learning, take leadership roles in organizations on campus and in schools, and complete action research—undergraduate and graduate.

Program Areas and Levels Offered

Meredith College provides seventeen initial licensure programs at the undergraduate level in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; career and technical education in family and consumer sciences; and, special subject areas K-12 (art, dance, Spanish, music, physical education, and theatre). The Master of Arts (MAT) program offers four initial licensure programs at the master's level: elementary education (K-6), special education- general curriculum (K-12), English as a Second Language-ESL (K-12), and a newly approved program in Health and Physical Education (HPE).

The graduate Master of Education (MEd) program offers advanced degrees in five areas: elementary education, English as a Second Language (ESL), reading, special education, and academically and intellectually gifted (AIG), and an add-on license at the graduate level in curriculum and instruction (CIS).

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		X

Preparation for Teaching Students with Disabilities

IEPs and the needs of students with disabilities are addressed throughout all teacher education programs. For example, teacher candidates are provided an overview of exceptionalities, experiences in working with students with disabilities, and training on reflective practice that includes students with disabilities. From courses and field experiences, teacher candidates learn about IEPs. During student teaching, the teacher candidates attend and participate in IEP meetings. In addition, the PPAT requires all initial licensure students to demonstrate evidence of: using formal and informal data to plan including differentiating instruction, then teach, assess students, review data, and re-teach or move forward (again differentiated). Program completers (in the first and fourth years of teaching) indicate that they are prepared to teach students with disabilities.

Preparation for Teaching Students who are Learning English

All students are provided instruction and experiences in teaching English language learners. All undergraduate licensure students take EDU 232, Schools and Social Change, which provides students the opportunity to study English as a Second Language programs and to tutor an English language learner. Most students also take EDU 345, Language Minorities in Public Schools, which provides students the opportunity to build upon these initial experiences. Program completers (in the first and fourth years of teaching) indicate that they are prepared to teach students who are learning English.

Preparation for Integrating Technology and Assessment

Both undergraduate and graduate initial licensure students are required to take respectively Teaching with Technology and Instructional Technology and Assessment. Teacher candidates use computer technology throughout the program and all teacher candidates have to demonstrate competence in using technology in teaching while student teaching (part of evaluation) and include evidence of such competence in the PPAT. Students also become Google Classroom Certified as part of these courses. The principles of universal design run throughout our program. The Conceptual Framework of the teacher education program establishes the expectation that every teacher candidate is able to design and assess student work in multiple ways and provide

variety of avenues for student engagement. Course content and field experiences are designed to teach teacher candidates to meet the needs of all students.

Arts Integration

Meredith College is one of the few IHEs in North Carolina that has an undergraduate licensure program (K-12) in each of the arts: dance, music, theater, and visual arts. All undergraduate students at Meredith College are required to take an arts-related course as part of the general education program. As part of the original K-6 program design, an interdisciplinary arts course was created by the arts faculty for all candidates in the elementary program. This 3-hour course met the general education and the elementary program requirements and focused on the integration of the arts throughout the elementary curriculum. When the K-6 program was revised, the arts faculty collaborated and designed a 4-hour integrated arts course for candidates in the elementary program. Taught by full time arts methods faculty, students are introduced to the foundations, vocabulary, and concepts in the four arts, and are expected to demonstrate and practice the concepts in action, by participating in experientially-based learning laboratories. The value of the arts in and out of school are emphasized as well as the integration of the arts across all content areas. In methods classes, students are expected to integrate their knowledge of the arts in lesson planning, and ultimately, demonstrate that integration in the classroom.

Self-Study

Meredith College does not offer a major in education; therefore, each licensure area, other than K-6, is housed in individual arts and sciences departments across campus. Thereby, teacher education is a Meredith College program, not just a Department of Education program. When a department at Meredith College completes a self-study, the licensure program is included in that study, and that information is shared with the Department of Education. If concerns are cited, the Department of Education works with the Department Chair and Dean to address the concerns and make recommendations. The following information is from the Meredith College *Comprehensive Program Assessment Manual* (2016). Meredith College has developed a Continuous Program Assessment (CPA) model. This model is a way for the entire College, including all college programs/units to:

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- Establish the program's effectiveness in achieving the stated mission, goals and outcomes/objectives.
 - Align the program with the College strategic plan.
 - Identify key questions and potential areas for improvement.
 - Review curricula/programming and examine approaches to teaching and learning in academic and educational support programs.
 - Examine program activities, service delivery models and operation of all units on campus.
 - Develop action plans for continuous improvement.
 - Improve assessment processes. (p. 1)

The College is on a six-year plan, which encompasses that “Five years of CIRs are examined for trends. Important questions are identified and examined in the CPA process. The product includes a report, action plan and revised 5-year assessment plan” (p.1). A team of 2-3 reviewers are selected, comprised of at least one external and one internal reviewer. Approximately six months after the review, the Department Chair submits an Executive Report and Action Plan to the Office of Research, Planning and Assessment (RPA), with the signatures of the Dean and Provost. The Department Chair is invited to debrief the Council for Institutional Effectiveness (CIE) of the College, and all summaries are given to the Executive Leadership Team (ELT) of the College. “The recommendations from the action plan should become program goals and/or program outcomes in future strategic planning documents and continuous improvement reports (CIRs)” (p. 7) This process includes all departments and programs at Meredith College, including those in the Department of Education, which was approved by NCATE-CAEP in fall 2015.

Field-Based Experiences Throughout the Program and Calendar Year

All professional education courses at Meredith College have a field experience component. At least one semester before student teaching, all students pursuing licensure at Meredith College are required to spend a semester in a low performing school working with ESL students. School systems in the Triangle area continually shift students so as to have schools with limited numbers of low performing students. However, the teacher education program at Meredith College has an opportunity to partner with a low performing elementary and middle school in its field based ESL tutoring program. The Department of Education is monitoring changes in those schools so that if shifts occur, we can move the program to other high needs environments.

All student teachers are able to spend the beginning of the school year in a school with a classroom teacher. Students who are completing their student teaching in high schools on block schedule experience both the beginning and end of a semester. The majority of public schools, traditional, year round, or modified end in June; whereas, college semesters end and graduations are scheduled the first or second week in May. Several student teachers are hired as full time teachers or substitutes at the end of student teaching and begin teaching in their own classroom in May. Other student teachers take proctor training and proctor for end of year tests; others return to their schools to conduct concerts as part of their arts program; some, without employment, return to the schools and volunteer to work in the classrooms, or they go home and volunteer or substitute in their home school systems. Therefore, teacher education programs create a hardship for student teachers by requiring them to stay until the end of the public school year when they have a diploma or job in hand or their apartment lease ends at the end of the college semester.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public Schools Partners: Briarcliff, Brooks, Carpenter, Cary, Forest Pines, Fuller, Green Hope, Holly Ridge, Kingswood, Leadmine, Millbrook, North Ridge, Oak Grove, Powell, Sanford Creek, Smith, Washington, West Lake, Wiley elementary schools.
Start and End Dates	Partnership agreements are on a 3 year rotating cycle.
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day, has excellent educators; Every student in the NC Public School system graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
Number of Participants	75 beginning teachers and mentors
Activities and/or Programs Implemented to Address the Priorities	12th year of the BT support and conference, which was held in spring 2018. This year the conference focused on teacher leadership, teachers finding their voice, and establishing viable partnerships with colleagues. The highlight was the showing of "Teacher of the Year." a documentary featuring teacher, Angie Scioli, teacher, wife, and mother. "Teacher of the Year" focuses on the real life of a public school teacher. Mrs. Scioli introduced the video and mentor teachers and faculty hosted small group discussions after the showing with beginning teachers on becoming leaders and public school advocates.

Summary of the Outcome of the Activities and/or Programs	Over 95% of the participants ranked this conference as a 4 or 5 out of 5. The DOE at Meredith College promotes the development of teacher leaders, and it is important for BTs to grow in their role as teachers and mentors for other teachers. Also, our mission of developing teacher leaders helps BTs to find their voice to support their students, who are coming to school with more issues than in the past.
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LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public Schools: West Millbrook and Carroll middle schools; Sanderson High School
Start and End Dates	September 2017-May 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student has a personalized education
Number of Participants	80 preservice and other students
Activities and/or Programs Implemented to Address the Priorities	During the 2017-18 school year, the DOE chose to include Carroll Middle school in our ESL tutoring program. Carroll Middle School has a high ELL population and has been low performing off and on for past several years. All undergraduate students in middle/secondary programs tutor at Carroll at least one semester. In addition, the DOE continued to work with West Millbrook Middle and Sanderson High School. Therefore, all 3 schools have tutors from the DOE, both fall and spring semesters.
Summary of the Outcome of the Activities and/or Programs	All 3 schools (teachers and administrators) have requested that our students continue in the fall 2018. Carroll Middle continues to fall below the state average, but improved last year. The DOE has elected to continue to work with the school during the 2018-19 school year.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Ready Schools: Meredith Mathematics & Science Institutes(MMSI)
Start and End Dates	July 24-26, 2017
Priorities Identified in Collaboration with LEAs/Schools	Every student in North Carolina public schools graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
Number of Participants	150 participants
Activities and/or Programs Implemented to Address the Priorities	MMSI - 11th year of summer institutes that focus on specific and important mathematics content as identified in the North Carolina curriculum standards. Institutes cover grades K-12 and include nationally and internationally acclaimed educators with experienced professional development consultants as leaders. Many of the leaders are North Carolina teachers and central office personnel who focus on mathematics instruction. The 5-day workshop was content focused and provided planning assistance for teams from high schools in NC. The consultants emphasized learning new content, solving tasks in context, engaging in conversations, communicating mathematical understanding, making connections within mathematics and across disciplines, building coherence in the curriculum, and cultivating pedagogical diversity.

Summary of the Outcome of the Activities and/or Programs	The MMSI summer institutes are designed for all classroom, resource, and lead teachers along with mathematics coordinators and school system supervisors. This continuing institute assist teachers in the design of a problem solving environment and classroom ready materials. Teachers are given the opportunity to discuss and reflect, complete homework that promotes the design of enrichment activities for their own classrooms, and opportunities to network and brainstorm with educators from across North Carolina. Evaluations are high. Teachers comment, "The training is what I needed." "I can practice these things in my room." Good PD is hard to find and MMSI sessions are of excellent quality." "Presenters give us great guidance and have great ideas."
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Communities in Schools - Wake County
Start and End Dates	August 2017-April 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day, has excellent educators. Every student in North Carolina public schools graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	Ongoing after school program at the CIS-sponsored Kent Street Community Center and Mayview Community Center, Raleigh. Provided homework support and enrichment to students at the center, one hour/week for 20 weeks in fall 2017 and spring 2018. Meredith students designed a research project for the tuttee or group of tuttees to explore. Communities in Schools (CIS) provides orientation for Meredith College students before they begin tutoring at the center.
Summary of the Outcome of the Activities and/or Programs	CIS staff reports that the support of their students' completion of homework has been successful. Also, the research projects provide the K-8 students an additional opportunity they did not have. The Center director commented that having the tutors from Meredith, who are committed to working with the students in the program, are real benefit for the students at the Center.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	0
Female	34
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	0
African-American	1
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	31

Multi-Racial	0
Student does not wish to provide	1

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	4
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	55
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	-	Total	63
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	

	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten		2				
Elementary		12				
MG		2				
Secondary		4				
Special Subjects		7				
EC						
VocEd						
Special Services						
Total	0	27	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Meredith	47	89	64
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	576
Johnston County Public Schools	90
Durham Public Schools	41
Harnett County Schools	30
Winston Salem / Forsyth County Schools	26
Guilford County Schools	25
Franklin County Schools	23
Chatham County Schools	22
Lee County Schools	22
Alamance-Burlington Schools	21

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	610.00
MEAN ACT Composite	26.61
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	492.24
MEAN CORE-Reading	172.80
MEAN CORE-Writing	167.60
MEAN CORE-Math	*
MEAN GPA	3.42
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	20	15	15	100	15	100	15	100
M.G. Social Studies	2	2	2	*	2	*	2	*
English	1	1	1	*	1	*	1	*
Math (grades 9-12)	1	1	1	*	1	*	1	*
Science (grades 9-12)	1	1	1	*	1	*	1	*

Health and Physical Ed	1	1	1	*	1	*	1	*
ESL	3	2	2	*	2	*	2	*
Art	4	3	3	*	3	*	3	*
Music	1							
Family and Consumer Sciences	1	1	1	*	1	*	1	*
Spec Ed: General Curriculum	2	1	1	*	1	*	1	*
Institution Summary	37	28	28	100	28	100	28	100
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	7	11	5			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	11	4

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:3

K. Teacher Effectiveness

Institution: Meredith College							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			54.3%	40.7%	N/A	81	36
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	42.5%	52.5%	N/A	80	37
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	58.8%	37.5%	N/A	80	37
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	51.9%	45.7%	N/A	81	36

State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			51.3%	43.8%	N/A	80	37
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	21.1%	68.4%	10.5%	57	60		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		